

LEARNING TO LEAD CHANGE



BUILDING SYSTEM CAPACITY

**Partners in Learning**  
International Workshop Series with Michael Fullan

**Short Course**

June 2006



In partnership with:

**Microsoft**





Welcome to the course.  
We hope you have a productive and enjoyable time.

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Please feel free to use these resources to assist you with your training.  
We ask that the content be appropriately credited.

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## OVERVIEW

Learning to Lead Change: Building System Capacity is a series of publications developed for Microsoft's Partners in Learning initiative. The documents are:

- Core Concepts
- A Short Course
- Case Studies
- Facilitator Guide
- Annotated descriptions of the 20 best books on leading change (see [www.michaelfullan.ca](http://www.michaelfullan.ca))
- Links to ten best online resources for ideas and tools for developing effective leadership for change

Microsoft describes the purpose of the Partners in Learning initiative as "part of Microsoft's comprehensive commitment to promoting digital inclusion and to partnering with governments to bring the benefits of technology to communities and classrooms around the world. Microsoft believes that through our collaboration, we can empower schools, strengthen teacher leadership and increase student achievement throughout the world."

In our publications the emphasis is not on technology, per se. In studies of successful organizations and school systems, time and again it has been found that technology must be conceptualised in the context of change in the culture of the system, and in schoolwide and systemwide purposes. The goal of the training modules is to provide awareness and understanding of key ideas for leading change.

For those wanting to delve deeper into the ideas, we have captured this growing knowledge base in several recent publications:

*The New Meaning of Educational Change, 3<sup>rd</sup> Ed.* (2001)

- This is the basic textbook and covers all phases of the change process and all roles

*Leading in a Culture of Change* (2001)

- Focuses on what successful education and business leaders have in common

*Change Forces with a Vengeance* (2003)

- The third in the *Change Forces* trilogy examines both how to understand complex systems and how to transform systems for the better

*The Moral Imperative of School Leadership* (2003)

- Identifies school leadership as the key force for reform through the moral imperative of making a difference in students' and teachers' lives, as well as making a difference at the school, district, and societal levels

*Leadership and Sustainability: System Thinkers in Action* (2005)

- Identifies eight core elements of sustainability, and shows how leadership at the school, district and system level can work towards embedding these eight elements

*Turnaround Leadership* (2006)

- Shows limitation of focusing on a small part of the bigger problem (turning around individual failing schools), and instead make the case for transforming all schools. Based on closing the income and education gap in societies, the book first demonstrates the social consequences of not focusing on closing the gap of high and low achievement, and then presents specific ideas and successful case studies for success.

*Breakthrough* (2006)

- Argues that the new standard for schools in the 21<sup>st</sup> century needs to be 90%+ success (for example, in literacy proficiency) not 70 or 75%. *Breakthrough* documents the limitation of present strategies, and then builds a system for 'data-driven instruction'. It shows what the elements of such a system are, and how to link them together.

Participants in the training sessions are asked to identify a specific change initiative or project in which they are currently engaged. There will be an opportunity throughout the modules to apply ideas and concepts to the selected project.

The main objectives are:

- (i) To deepen your understanding of educational change;
- (ii) To extend your knowledge of cutting edge research and practices of educational reform;
- (iii) To show what capacities are needed to bring about effective school/community, district and system reform;
- (iv) To provide you with an opportunity to apply these learnings to your own projects.

There are seven main modules:

- |            |   |
|------------|---|
| Module I   | The Change Process                      |
| Module II  | Leadership for Change                   |
| Module III | Learning Communities at the Local Level |
| Module IV  | Role of the District                    |
| Module V   | Case Studies                            |
| Module VI  | Sustaining Reform                       |
| Module VII | Moral Imperative/Closing                |

**Tri-Level Reform**



**Enlarging Your World**

	School-Community	Regional	State
School-Community			
Regional			
State			